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AUTHOR Fetler, Mark E.
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ABSTRACT

Providing an overview of the educational and fiscal accountability system for community colleges in the state of California, this paper discusses the development of the system and describes the role of the Chancellor's Office (CO) of the California Community Colleges in accountability. Following a review of state and federal programs that include accountability requirements, the role of the CO is described, indicating that it is changing from concern with compliance and regulatory activities towards an accountability structure based on student outcomes. Next, the development of the statewide program is described, highlighting its foundations in a 1991 cost study which described four main obstacles to accountability: great variance in local management information system capabilities, uneven local research competence, local skepticism, and burdensome existing statewide reporting requirements. The components of the CO accountability proposal formulated in response to the cost study are then reviewed, including the compilation of a statewide indicators report, annual in-depth accountability studies, statewide surveys, more effective data collection and dissemination, and the CO's role as a depository/clearinghouse for exemplary models and assistance. Finally, systemwide accountability indicators are presented, including credit and non-credit students, fall 1990-fall 1992; persistence rates, fall 1990-spring 1993; course completion with a "C" or better and with a "D" or better, fall 1990-fall 1992; degree completion, 1990-92; staff diversity, fall 1990-fall 1991; college funding sources, 1989-92; and fiscal stability, 1990-93. (ECC)

ED 364 267

Understanding the State Accountability System: Institutional Accountability in California Community Colleges

Mark E. Fetler

Chancellor's Office, California Community Colleges

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A report presented at the 1993 Academic Senate for California Community College's 25th Annual Fall Session.

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Understanding the State Accountability System: Institutional Accountability in California Community Colleges

Abstract

Assembly Bill 1725 requires the development and implementation of a comprehensive community college educational and fiscal accountability system. The Chancellor's Office is moving away from the role of a state agency whose principal function is regulatory activity and it is moving towards an accountability structure that is based on student outcomes and that holds districts accountable for results. The initial concept of the accountability program called for the centralized collection and reporting of information. Subsequent planning emphasizes the importance of college accountability and institutional effectiveness programs.

The Chancellor's Office is working in a number of areas to implement the statewide accountability program, including the development of funding proposals, refinement of reports, elimination of unnecessary reporting, networking with interested individuals and groups, and providing technical assistance to colleges. This report also features data for those accountability indicators that are currently implemented, including: credit enrollment, non-credit enrollment, transition from high school, persistence from term to term, successful course completion, and attainment of degrees and certificates. In time additional data will become available to measure the success of the system in supporting transfer to four-year institutions, vocational education, and employment.

Understanding the State Accountability System: Institutional Accountability in California Community Colleges

Introduction

Public interest in accountability for schools and colleges continues to grow. There are a number of new state and federal programs that include accountability requirements. For example:

- The Higher Education Accountability Program Act of 1991 (Chapter 741, Statutes of 1991, Education Code Section 99181, AB 1808) requires the California Postsecondary Education Commission (CPEC) to develop and adopt a format for an annual report on the performance of public colleges and universities.

- CPEC in 1993 became the State Postsecondary Review Entity, acting for the federal government, with strengthened student aid program oversight powers.

- The 1993 report of the Commission on Innovation, "Choosing the Future: An Action Agenda for Community Colleges," recommends restructuring community college governance to enhance local autonomy, strengthen system-level capacity to provide overall direction, and reinforce accountability.

- The federal government has strengthened accountability requirements in the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

- The National Collegiate Athletic Association and the federal government have linked public disclose of student outcomes to institutional participation in financial programs.

- The California Community Colleges Board of Governors recently adopted a student equity program that includes a local college accountability component.

State and Local Programs

The Chancellor's Office is moving away from its role as a state agency whose principal and primary function is compliance and regulatory activity. It is establishing an accountability structure that is based on student outcomes and that holds districts accountable for results rather than input measures.

The initial concept for the accountability program called for centralized collection and reporting of information in five areas: student access, student success, student satisfaction, staff composition, and fiscal condition. Colleges were to report to the Chancellor's Office primarily through the Management Information System.

Subsequent planning emphasizes the importance of viable, local, college-level accountability and institutional effectiveness programs to support and complement the statewide program. The community college system's effectiveness as a whole depends on the effectiveness of each individual college. A viable accountability program uses information to integrate planning, implementation, and evaluation of state and local programs for continuous improvement of student teaching and learning. Locally designed and managed accountability programs are needed to serve the needs of particular colleges.

In January 1991 the Chancellor's Office convened a task force and awarded grants for an accountability pilot program to four community college districts (Santa Barbara, San Joaquin Delta, Mt. San Antonio, and San Jose/Evergreen). These grants permitted the development of local accountability reports. The local projects provided a framework to integrate planning, research, administration, and instruction. The districts used the grants to hire technicians, to develop hardware and software systems, and to participate at various conferences and planning sessions. Local accountability programs can assist colleges to assess and enhance student teaching and learning. Useful accountability programs require substantial amounts of time and expertise; however, the resources to satisfy these requirements are beyond the capabilities of many colleges.

The Chancellor's Office contracted in 1991 with Far West Laboratory to write a technical assistance guide, "Improving It: Accountability by Design." It offers guidelines for educators who wish to design systems for improved institutional productivity and effectiveness at local community colleges. This booklet treats accountability as an opportunity for colleges to verify to themselves and others what their institutions are accomplishing and to design ways to monitor and ensure continued success. The guide is not prescriptive; it helps institutions evaluate their capability to assess their effectiveness, and it poses program design issues that staff will need to decide for themselves.

The rationale and design of a statewide accountability program derive from a 1991 cost study, "California Community College Accountability: State and Local Implementation Costs," produced by Strategic Planning Associates under a contract with the Chancellor's Office. The study drew on interviews with the officials of the Chancellor's Office, the Office of the Legislative Analyst, the Department of Finance, the California Postsecondary Education Commission, the pilot program members, and ten additional community college districts.

The cost study described obstacles to a state program and strategies for overcoming them. The four main obstacles to accountability are: (1) great variance in local management information system capabilities, (2) uneven local research competence, (3) local skepticism, and (4) a patchwork of existing burdensome statewide reporting requirements.

The overarching strategy to overcome these obstacles is to obtain local funding for college programs. A budget change proposal for $10 million in local funding is currently under review by the Department of Finance. A modest Chancellor's Office program with appropriate budgetary support awaits a more favorable fiscal climate. The Chancellor's Office proposal has five components:

1. Statewide accountability indicators report. The Chancellor's Office will annually compile information from the Management Information System and other routinely collected data.

Status: A work in progress version of the report is attached to this board item. It demonstrates the ability of the Chancellor's Office to collect and display basic accountability information.

2. Annual in-depth accountability studies. These studies would complement the indicators report by providing a detailed understanding of a single accountability area.

Status: This activity requires additional resources.

3. Statewide surveys. The Chancellor's Office will periodically commission scientific sample surveys to assess student satisfaction.

Status: This activity requires additional resources.

4. More effective data collection and dissemination. The Chancellor's Office will develop a long-range plan to reduce the response burden placed on districts by multiple information demands.

Status: Program units in the Chancellor's Office are reviewing data collection procedures. Recent discussion of proposals for regulatory relief should result in less burdensome reporting by colleges. Within the Chancellor's Office staff are coordinating the development of accountability requirements for vocational education programs and student equity programs. The Planning, Effectiveness and Accountability Unit has consulted with the California Postsecondary Education Commission on the design of intersegmental accountability program required by the Higher Education Accountability Program Act of 1991 (AB 1808).

5. Depository and/or Clearinghouse. The Chancellor's Office will serve as a depository for exemplary accountability models and will provide technical assistance to districts.

Status: A newsletter, "Planning, Effectiveness & Accountability ," appears monthly and provides technical information to colleges.

The Planning, Effectiveness and Accountability Unit has provided information to the following groups during the last year.

Conference Presentations

- *Community College League of California*
- *Student Services Conference of the Chancellor's Office*
- *Community College Research and Planning Group*
- *Statewide Academic Senate (Fall)*

Chancellor's Office Committees

- *Student Equity Planning Committee*
- *Matriculation Technical Advisory Group*
- *Adult Education Learning Network Taskforce*
- *Vocational Education Committee of Practitioners*

Intersegmental Coordinating Council Committees

- *California Student Information System*
- *School Improvement Committee*
- *Time to Degree*

California Postsecondary Education Commission Higher Education Accountability Report Advisory Committee (AB 1808)

CALPLAN Vocational Education Committee of the Community Colleges and the Department of Education

Community College League of California Education Policy Committee

Commission on Innovation

Statewide Report

The reporting of performance indicators is an essential part of the accountability program. Broadly defined, an indicator is a measurement of the educational or fiscal condition of the California Community Colleges. There are numerous indicators of potential interest to various stakeholders, but the interests of statewide governing bodies and the burden of data collection limit how much information can be reported. Local colleges may wish to supplement the statewide indicators with additional measures of local conditions.

Purely descriptive information that does not provide an opportunity for comparisons has limited value for analytical, evaluative, or accountability purposes. Where possible, statewide results will be disaggregated and shared with local districts; however, the interpretation of local results should rest with the district. College demographics vary across many dimensions that are not covered in a statewide report, e.g., the socioeconomic level of the populations that are served.

There are some limitations on the interpretation of the statewide data. Ideally, every college would provide complete information every year. In practice, when some colleges do not report there is a possibility of bias in the statewide results. That is, the reason for not reporting may be correlated with the measures being reported. Even commonly accepted procedures for correcting such bias are not

completely effective and they complicate the interpretation of data. A related problem is found in the relatively large number of students do not report their ethnicity. This non-response also raises the issue of bias and the problems associated with the attempt to make adjustments in the data. In any case, attempts to correct for bias are time consuming, are difficult to interpret, and may not be successful. The preferred solution is to obtain higher levels of response from colleges and students.

1.11 General Participation: Credit. The number and proportion of students enrolling compared to their proportion in the general population is a basic measure of access and has implications for the amount of resources needed to provide adequate levels of service.

	Fall 1990			Fall 1991			Fall 1992		
	Number	Percent	Census 18-64	Number	Percent	Census 18-64	Number	Percent	Census 18-64
Total Enrolled	1,209,957	100.0	100.0	1,312,305	100.0	100.0	1,299,144	100.0	100.0
Men	542,886	44.9	51.0	590,638	45.0	51.0	582,755	44.9	51.1
Women	663,444	54.8	49.0	719,878	54.9	49.0	714,180	54.9	48.9
Amer. Indian	14,930	1.2	n/a	15,622	1.2	n/a	15,329	1.2	n/a
Asian	115,761	9.6	n/a	136,404	10.4	n/a	146,995	11.3	n/a
Black	90,353	7.5	7.0	99,307	7.6	7.0	99,347	7.6	7.0
Filipino	34,437	2.8	n/a	41,879	3.2	n/a	44,931	3.5	n/a
Hispanic	196,667	16.3	24.5	232,525	17.7	25.2	243,556	18.7	25.9
White	693,230	57.3	58.6	722,312	55.0	57.6	685,148	52.7	56.7
Unknown	64,579	5.3	n/a	64,256	4.9	n/a	63,838	4.9	n/a
Other	n/a	n/a	9.9	n/a	n/a	10.2	n/a	n/a	10.5
No. of Colleges Reporting	97			104			106		

Notes: Data are taken from the Statewide California Community Colleges Management Information System and are based on full term reporting as of September 30, 1993. The census data reflect percentages of California's adult population, aged 18-64, and were taken from the 1993 series population projections published by the Demographic Research Unit of the Department of Finance.

Comments

- Fall 1991 shows a peak in total enrollment with a decline for Fall 1992. This could be related to the currently difficult economic conditions, increases in student fees, or confusing information about public higher education.
- Compared to adult population estimates, women tend to be slightly overrepresented.
- Compared to adult population estimates, Hispanic students are underrepresented, although their participation is improving.

1.12 General Participation: Non-Credit. The number and proportion of students enrolling compared to their proportion in the general population is a basic measure of access and has implications for the amount of resources needed to provide adequate levels of service.

	Fall 1990			Fall 1991			Fall 1992		
	Number	Percent	Census 18-64	Number	Percent	Census 18-64	Number	Percent	Census 18-64
Total Enrolled	171,646	100.0	100.0	200,733	100.0	100.0	193,897	100.0	100.0
Men	68,501	39.9	51.0	77,862	38.8	51.0	72,843	37.6	51.1
Women	100,225	58.4	49.0	118,199	58.9	49.0	115,476	59.6	48.9
Amer. Indian	1,076	0.6	n/a	1,245	0.6	n/a	1,240	0.6	n/a
Asian	25,098	14.6	n/a	30,975	15.4	n/a	29,983	15.5	n/a
Black	6,017	3.5	7.0	8,726	4.3	7.0	7,992	4.1	7.0
Filipino	2,538	1.5	n/a	3,350	1.7	n/a	3,018	1.6	n/a
Hispanic	48,110	28.0	24.5	55,178	27.5	25.2	52,748	27.2	25.9
White	66,176	38.6	58.6	76,095	37.9	57.6	76,423	39.4	56.7
Unknown	22,631	13.2	n/a	25,164	12.5	n/a	22,493	11.6	n/a
Other	n/a	n/a	9.9	n/a	n/a	10.2	n/a	n/a	10.5
No. of Colleges Reporting	62			63			68		

Notes: Data are taken from the Statewide California Community Colleges Management Information System and are based on full term reporting as of September 30, 1993. Population statistics are from the U.S. Census as published by the Department of Finance Demographic Research Unit.

Comments

- The low number of colleges reporting indicates caution in interpreting this table.

1.2. Transition from high school. The percent of high school graduates enrolling first-time in a credit or non-credit course within two years following graduation. High schools are one important source of community college students. Information about the flow of students from high school to community colleges can be useful for planning tech-prep and is a leading indicator of the eventual total number of students enrolling. The percent of high school graduates is provided for comparison. The credit enrollment figures in Table 1.11 also provide an interpretive context.

	Fall 1990			Fall 1991			Fall 1992		
	Number	Percent	Percent H.S. Grads	Number	Percent	Percent H.S. Grads	Number	Percent	Percent H.S. Grads
Total Enrolled	90,781	100.0	100.0	100,163	100.0	100.0	107,352	100.0	100.0
Men	45,438	50.1	49.3	50,120	50.0	49.2	53,375	49.7	n/a
Women	45,243	49.8	50.7	49,923	49.8	50.8	53,826	50.1	n/a
Amer. Indian	1,116	1.2	0.8	1,224	1.2	0.9	1,352	1.3	0.9
Asian	8,153	9.0	11.2	9,859	9.8	11.2	1,156	1.1	10.8
Black	7,382	8.1	7.4	7,954	7.9	7.3	8,332	7.8	7.2
Filipino	3,409	3.8	2.9	4,205	4.2	2.9	4,640	4.3	2.9
Hispanic	20,679	22.8	23.3	23,298	23.3	25.3	26,766	24.9	27.1
White	46,746	51.5	54.6	50,196	50.1	52.5	50,922	47.4	50.6
Unknown	3,296	3.6	n/a	3,427	3.4	n/a	3,784	3.5	n/a
No. of Colleges Reporting	91			98			100		

Notes: Data are taken from the Statewide California Community Colleges Management Information System and are based on full term reporting as of September 30, 1993. High school graduation data was obtained from CPEC student profiles for 1990 and from CDE for 1992.

Comments

- There is an upward trend in the enrollment of recent high school graduates. This could be the result of perceived job training opportunities or perceived low cost lower division education prior to transfer.
- Hispanic students are underrepresented compared to the adult population, although their participation is improving.

2.11 Persistence: Credit. The number of credit students who are enrolling for two consecutive terms, i.e., who enroll in the fall and persist to enroll again in the spring. While not all students will require a full year to satisfy their goals, the completion of a degree, obtaining of certificates, or satisfaction of transfer requirements takes more time. The credit enrollment figures from Table 1.11 are shown in order to provide an interpretive context.

	Fall1990-Spring 1991			Fall 1991-Spring 1992			Fall 1992-Spring 1993		
	Number	Percent	Percent Credit Enrollment	Number	Percent	Percent Credit Enrollment	Number	Percent	Percent Credit Enrollment
Total Enrolled	688,240	100.0	100.0	780,266	100.0	100.0	728,358	100.0	100.0
Men	306,597	44.5	44.9	346,162	44.4	45.0	320,778	44.0	44.9
Women	380,337	55.3	54.8	433,271	55.5	54.9	406,561	55.8	54.9
Amer. Indian	8,060	1.2	1.2	8,859	1.1	1.2	8,188	1.1	1.2
Asian	74,286	10.8	9.6	91,264	11.7	10.4	92,271	12.7	11.3
Black	47,870	7.0	7.5	55,134	7.1	7.6	50,677	7.0	7.6
Filipino	21,146	3.1	2.8	26,887	3.4	3.2	25,737	3.5	3.5
Hispanic	115,725	16.8	16.3	143,614	18.4	17.7	147,020	20.2	18.7
White	386,475	56.2	57.3	418,792	53.7	55.0	370,995	50.9	52.7
Unknown	34,677	5.0	5.3	35,716	4.6	4.9	33,470	4.6	4.9
No. of Colleges Reporting	93			103			98		

Notes: Data are taken from the Statewide California Community Colleges Management Information System and are based on full term reporting as of October 5, 1993. Counts reflect students who were enrolled for credit in both terms. For quarter schools the counts reflect fall to subsequent term enrollment.

Comment

- The numbers of students persisting from Fall to Spring dropped in 1992-1993 compared to prior years.
- A greater proportion of women than men have persisted consistently since 1990.
- The proportion of Hispanic students who persist has increased since 1990.

2.12 Course Completion: Credit C or Better. The number of enrollments in credit courses that are completed with a C or better. Course grades are a means of measuring student attainment of course goals and a commonly accepted student outcome. The credit enrollment figures from Table 1.11 are shown in order to provide an interpretive context.

	Fall 1990			Fall 1991			Fall 1992		
	Number	Percent	Percent Credit Enrollment	Number	Percent	Percent Credit Enrollment	Number	Percent	Percent Credit Enrollment
Total (Sum of A, B, C, D)	2,076,464	100.0	100.0	2,309,271	100.0	100.0	2,272,248	100.0	100.0
Men	879,098	42.3	44.9	975,351	42.2	45.0	946,354	41.6	44.9
Women	1,066,001	51.1	54.8	1,189,422	51.5	54.9	1,183,755	52.1	54.9
Amer. Indian	22,923	1.1	1.2	24,584	1.1	1.2	23,856	1.0	1.2
Asian	215,232	10.4	9.6	262,505	11.4	10.4	280,860	12.4	11.3
Black	127,764	6.2	7.5	145,753	6.3	7.6	138,144	6.1	7.6
Filipino	59,682	2.9	2.8	74,119	3.2	3.2	75,741	3.3	3.5
Hispanic	298,525	14.4	16.3	359,328	15.6	17.7	384,866	16.9	18.7
White	1,127,703	54.3	57.3	1,205,099	52.2	55.0	1,134,368	49.9	52.7
Unknown	69,226	3.3	5.3	65,557	2.8	4.9	66,634	2.9	4.9
No. of Colleges Reporting	96			104			104		

Notes: Data are taken from the Statewide California Community Colleges Management Information System and are based on full term reporting as of October 12, 1993. A designated grade of A, B, C, or CR in a credit course counts as a successful course completion.

Comment

- The number of credit enrollments with C or better peaked in Fall 1991 and fell off in 1992.
- A greater proportion of woment than men earn grades of C or better.
- There are increasing trends for Asian, Filipino, and Hispanic students.

2.13 Course Completion: Credit D or Better. The number of enrollments in credit courses that are completed with a C or better. Course grades are a means of measuring student attainment of course goals and a commonly accepted student outcome. The credit enrollment figures from Table 1.11 are shown in order to provide an interpretive context.

	Fall 1990			Fall 1991			Fall 1992		
	Number	Percent	Percent Credit Enrollment	Number	Percent	Percent Credit Enrollment	Number	Percent	Percent Credit Enrollment
Total (Sum of A, B, C, D)	2,076,464	100.0	100.0	2,309,271	100.0	100.0	2,272,248	100.0	100.0
Men	943,332	45.4	44.9	1,046,781	45.3	45.0	1,015,671	44.7	44.9
Women	1,128,307	54.3	54.8	1,260,048	54.6	54.9	1,252,854	55.1	54.9
Amer. Indian	24,558	1.2	1.2	26,389	1.1	1.2	25,521	1.1	1.2
Asian	229,428	11.0	9.6	279,955	12.1	10.4	298,519	13.1	11.3
Black	141,437	6.8	7.5	161,611	7.0	7.6	153,106	6.7	7.6
Filipino	64,883	3.1	2.8	80,464	3.5	3.2	81,922	3.6	3.5
Hispanic	326,018	15.7	16.3	392,709	17.0	17.7	420,383	18.5	18.7
White	1,186,500	57.1	57.3	1,266,433	54.8	55.0	1,191,054	52.4	52.7
Unknown	79,992	3.9	5.3	69,334	3.0	4.9	70,303	3.1	4.9
No. of Colleges Reporting	96			104			104		

Notes: Data are taken from the Statewide California Community Colleges Management Information System and are based on full term reporting as of October 12, 1993. A designated grade of A, B, C, or CR in a credit course counts as a successful course completion.

Comment

- Results for this table are similar to 2.12.

2.2 Completion. Attainment of a degree or certificate, which depends on access, student persistence, and the instructional program is an important student outcome. Other important outcomes, e.g., transfer and job placement will be reflected when the necessary data are available. The credit enrollment figures from Table 1.11 are shown to provide an interpretive context.

	Academic Year 1990-1991					Academic Year 1991-1992				
	Degrees Awarded		Certificates Awarded			Degrees Awarded		Certificates Awarded		
	Number	Percent	Number	Percent	Percent Credit Enrollment	Number	Percent	Number	Percent	Percent Credit Enrollment
Total	27,864	100.0	11,439	100.0	100.0	44,073	100.0	18,388	100.0	100.0
Men	10,728	38.5	4,980	43.5	44.9	17,062	38.7	8,409	45.7	45.0
Women	17,131	61.5	6,447	56.4	54.8	26,979	61.2	9,959	54.2	54.9
Amer. Indian	292	1.0	152	1.3	1.2	541	1.2	245	1.3	1.2
Asian	3,306	11.9	1,435	12.5	9.6	4,627	10.5	2,061	11.2	10.4
Black	1,809	6.5	834	7.3	7.5	2,814	6.4	1,140	6.2	7.6
Filipino	843	3.0	353	3.1	2.8	1,237	2.8	615	3.3	3.2
Hispanic	3,438	12.3	1,449	12.7	16.3	5,672	12.9	2,612	14.2	17.7
White	16,949	60.8	6,584	57.6	57.3	27,371	62.1	10,921	59.4	55.0
Unknown	1,228	4.4	632	5.5	5.3	1,811	4.1	794	4.3	4.9
No. of Colleges Reporting	67					95				

Notes: Data are taken from the Statewide California Community Colleges Management Information System and are based on full term reporting as of October 13, 1993. The counts reflect the number of degrees or certificates awarded during the designated year. Student awards are not granted until applied for. The number of awards reported in one year will also include awards actually earned but not applied for in earlier years.

Comment

- The number of colleges that supply degree and certificate information has increased signficantly for 1991-1992.
- A higher proportion of women than men attain degrees.
- Women also earn more certificates than men.

4.11 Staff Diversity - Full Time Faculty. Staff composition affects campus climate, particularly for underrepresented students. This indicator supports equal employment opportunity policies that are firmly ingrained in federal, state, and local education practices. U.S. Census adult population data from Table 1.11 are provided for comparison.

	Fall 1990			Fall 1991		
	Number	Percent	Census 18-64	Number	Percent	Census 18-64
Total Employee	16,647	100.0	100.0	16,835	100.0	100.0
Men	10,088	60.6	51.0	9,865	58.6	51.0
Women	6,559	39.4	49.0	6,970	41.4	49.0
Amer. Indian	117	0.7	n/a	151	0.9	n/a
Asian	682	4.1	n/a	774	4.6	n/a
Black	932	5.6	7.0	959	5.7	7.0
Filipino	67	0.4	n/a	67	0.4	n/a
Hispanic	1,115	6.7	24.5	1,245	7.4	25.2
White	13,734	82.5	58.6	13,639	81.0	57.6
Other	n/a	n/a	9.9	n/a	n/a	10.2

Notes: Data are taken from the Statewide California Community Colleges Unit Student Records System. Updated data from the Management Information System will be available in 1995. The source of these data was the January 1993 Board of Governors Agenda, "Systemwide EEO-6 Categories Full-Time Minority Hiring Rates.

Comment

- Compared to census estimates, comen, Black, and Hispanic faculty are underrepresented.

4.12 Staff Diversity - Full Time Executive. Staff composition affects campus climate, particularly for underrepresented students. This indicator supports equal employment opportunity policies that are firmly ingrained in federal, state, and local education practices. U.S. Census adult population data from Table 1.11 are provided for comparison.

	Fall 1990			Fall 1991		
	Number	Percent	Census 18-64	Number	Percent	Census 18-64
Total Employee	2,688	100.0	100.0	2,641	100.0	100.0
Men	1,717	63.9	51.0	1,643	62.2	51.0
Women	971	36.1	49.0	998	37.8	49.0
Amer. Indian	31	1.2	n/a	31	1.2	n/a
Asian	91	3.4	n/a	95	3.6	n/a
Black	266	9.9	7.0	270	10.2	7.0
Filipino	17	0.6	n/a	21	0.8	n/a
Hispanic	257	9.6	24.5	286	10.8	25.2
White	2,026	75.4	58.6	1,938	73.4	57.6
Other	n/a	n/a	9.9	n/a	n/a	10.2

Notes: Data are taken from the Statewide California Community Colleges Unit Student Records System. Updated data from the Management Information System will be available in 1995. The source of these data was the January 1993 Board of Governors Agenda, "Systemwide EEO-6 Categories Full-Time Minority Hiring Rates.

Comment

• Compared to census estimates, women and Hispanics are underrepresented.

4.13 Staff Diversity - Full Time Professional. Staff composition affects campus climate, particularly for underrepresented students. This indicator supports equal employment opportunity policies that are firmly ingrained in federal, state, and local education practices. U.S. Census adult population data from Table 1.11 are provided for comparison.

	Fall 1990			Fall 1991		
	Number	Percent	Census 18-64	Number	Percent	Census 18-64
Total Employee	2,140	100.0	100.0	2,070	100.0	100.0
Men	903	42.1	51.0	845	40.8	51.0
Women	1,237	57.8	49.0	1,225	59.2	49.0
Amer. Indian	17	0.8	n/a	15	0.7	n/a
Asian	154	7.2	n/a	155	7.5	n/a
Black	272	12.7	7.0	275	13.3	7.0
Filipino	66	3.1	n/a	64	3.1	n/a
Hispanic	306	14.3	24.5	282	13.6	25.2
White	1,325	61.9	58.6	1,279	61.8	57.6
Other	n/a	n/a	9.9	n/a	n/a	10.2

Notes: Data are taken from the Statewide California Community Colleges Unit Student Records System. Updated data from the Management Information System will be available in 1995. The source of these data was the January 1993 Board of Governors Agenda, "Systemwide EEO-6 Categories Full-Time Minority Hiring Rates.

Comment

- Compared to census estimates, women and Black professionals are overrepresented and Hispanics are underrepresented.

4.14 Staff Diversity - Full Time Classified. Staff composition affects campus climate, particularly for underrepresented students. This indicator supports equal employment opportunity policies that are firmly ingrained in federal, state, and local education practices. U.S. Census adult population data from Table 1.11 are provided for comparison.

	Fall 1990			Fall 1991		
	Number	Percent	Census 18-64	Number	Percent	Census 18-64
Total Employee	15,981	100.0	100.0	16,422	100.0	100.0
Men	6,201	38.8	51.0	6,372	38.8	51.0
Women	9,780	61.2	49.0	10,050	61.2	49.0
Amer. Indian	144	0.9	n/a	148	0.9	n/a
Asian	1,055	6.6	n/a	1,117	6.8	n/a
Black	1,774	11.1	7.0	1,855	11.3	7.0
Filipino	368	2.3	n/a	378	2.3	n/a
Hispanic	2,541	15.9	24.5	2,693	16.3	25.2
White	10,099	63.2	58.6	10,231	62.3	57.6
Other	n/a	n/a	9.9	n/a	n/a	10.2

Notes: Data are taken from the Statewide California Community Colleges Unit Student Records System. Updated data from the Management Information System will be available in 1995. The source of these data was the January 1993 Board of Governors Agenda, "Systemwide EEO-6 Categories Full-Time Minority Hiring Rates.

Comment

- Compared to census estimates, women and Black professionals are overrepresented, and Hispanics are underrepresented.

5.1 Community College Funding. Overall level of funding for local districts. General fund revenues in millions of dollars.

	1989-90		1990-1991			1991-1992		
	Amount	Percent of Total	Amount	Percent of Total	Percent Change	Amount	Percent of Total	Percent Change
Federal	$120	4	$126	4	5	$120	4	(4.8)
State	$1,790	62	$1,897	62	6	$1,807	59	(4.7)
Local	$980	34	$1,061	34	8	$1,147	37	8.1)
Total	$2,890	100	$3,084	100	7	$3,074	100	(0.3)

Notes: Data are taken from the Chancellor's Office Fiscal Data Abstract for 1990-91 and 1991-92.
This fiscal information regards the districts' general fund, which is the operational fund and accounts for most district revenues. The community colleges use a variety of other funds to account for money used for specific purposes. These purposes include payment of long-term debts, capital projects, bookstores, cafeterias, child development student financial aid, scholarships, loans, etc. Fiscal information on these funds is available upon request to the Fiscal and Business Services Unit.

Comment

- Since 1990-1991 the proportion of local funding has increased and state funding has decreased.
- Despite an increase in local funds for 1991-1992, there has been an overall decline in funds from the prior year.

5.2 Fiscal Stability. The number of districts at fiscal risk. Districts have a fiduciary trust in handling public money. The way in which money is handled has a long term effect on the health of the district and the quality of services that can be delivered to students.

	1990-1991		1991-1992		1992-1993	
	Number	Percent	Number	Percent	Number	Percent
High Risk	0	0.0	0	0.0	0	0
Medium Risk	4	3.7	2	1.8	2	1.8
Low Risk	10	9.3	11	10.2	11	10.2

Notes: Data are taken from the Chancellor's Office Fiscal & Program Standards Accountability Unit.
This indicator has been traditionally computed in order to provide local districts with an early warning of possible fiscal difficulties. It is a composite indicator that takes into account patterns of funding, expenditures, and local fund balances. Although this indicator is computed quarterly, only the end of year or fourth quarter measure is reported here.

High Risk means that the district will need to take immediate action in order to avoid default.
Medium Risk means that a district could face default within the next six to eighteen months if action is not taken.
Low Risk means that a district could face default within the next eighteen months to three years if no action is taken.

Comment

- No districts have been at high risk over the last three years, despite decreases in funding.
- The number of districts at medium or low risk has remained stable or declined over the last three years.

Conclusions

This report features those accountability indicators that are currently available, including: credit enrollment, non-credit enrollment, transition from high school, persistence from term to term, successful course completion, and attainment of degrees and certificates. These indicators demonstrate the capability of the Management Information System to provide useful information for the accountability program. A record is appended of which colleges have or have not provided information required for this report. Although a brief commentary accompanies the data, more probing analyses are needed. The Chancellor's Office will conduct these analyses when the necessary resources to do so become available.

Apart from the AB 1725 accountability mandate, there are additional compelling reasons for promoting accountability. First, in the current difficult fiscal climate it is important to focus on effectiveness. As with any organization, the community colleges can be more effective if they can objectively document how well they have attained their goals. Second, with heightened competition for public money, it is important to foster strong public support for community colleges. Open communication of educational and fiscal conditions helps to strengthen public support and confidence in the colleges. Therefore, to embrace accountability satisfies a basic obligation to the welfare of the community colleges. To be accountable reaffirms the public's trust, and it promotes better service to California's students who now, more than ever, need a strong community college system.